
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mrs. Patricia A. Buttell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Vincent de Paul Catholic Elementary School
(As it should appear in the official records)

School Mailing Address 14330 Eagle Run Drive
(If address is P.O. Box, also include street address)

Omaha, Nebraska 68164-5425
City State Zip Code+4 (9 digits total)

Tel. (402) 492-2111 Fax (402) 496-9933

Website/URL www.svdp-school.org E-mail buttellp@svdp.creighton.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date December 15, 2003

Name of Superintendent* Sr. Michelle Faltus, SFCC
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Omaha Archdiocese Tel. (402) 554-8493

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date December 15, 2003

Name of School Board
President/Chairperson Mr. Brad Lemkau
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date December 15, 2003

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	37	48	85	7	41	43	84
1	47	42	89	8	36	42	78
2	48	42	90	9			
3	37	53	90	10			
4	56	34	90	11			
5	39	51	90	12			
6	54	36	90	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							786

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>95.0</u> % White |
| <u>0.9</u> % Black or African American |
| <u>1.9</u> % Hispanic or Latino |
| <u>2.2</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	785
(5)	Subtotal in row (3) divided by total in row (4)	0.011
(6)	Amount in row (5) multiplied by 100	1.1

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 1.3 %

10 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5.4 %
42 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>*26</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

*This number indicates students who are serviced by area public schools

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> 0 </u>
Classroom teachers	<u> 27 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 4 </u>
Paraprofessionals	<u> 19 </u>	<u> 4 </u>
Support staff	<u> 2 </u>	<u> 3 </u>
Total number	<u> 59 </u>	<u> 11 </u>

12. Average school student-“classroom teacher” ratio: 29:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.3	95.6	94.7	96.1	95.4
Daily teacher attendance	93.5*	96.5	95.4	97.7	95.6
Teacher turnover rate	12.8	10.5	10.5	13.2	25.7
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

Our attendance records have been stored electronically for the last two years. The numbers given prior to that are estimates based on sampling.

*This number includes days missed to attend development opportunities as well as other absences.

PART III - SUMMARY

St. Vincent de Paul School is a Nebraska State accredited K-8 Catholic elementary school situated in the northwestern suburbs of Omaha, Nebraska. The school serves approximately 450 families with an enrollment of nearly 800 children. More than 90 percent of our graduates has entered local college-preparatory Catholic high schools with rigorous academic programs, and we believe they were well prepared to do so.

The St. Vincent de Paul Catholic Elementary School mission statement attests that the staff believes:

- that open, honest communication, collaboration, and cooperation are essential among parents, students, and staff to promote a productive learning environment;
- in providing quality educational experiences which are a combined, on-going effort of students, parents, and staff, and which encourage all to strive and succeed in reaching individual, attainable goals;
- that within the school community lifelong learning should be promoted;
- in integrating Catholic religious beliefs into the curriculum to provide an environment where Catholic values, beliefs, and morals are taught, supported, and modeled so as to foster spiritual growth for all parents, students, and staff;
- in teaching independent decision-making skills to encourage parents, students, and staff to take responsibility for their learning and behavior;
- in nurturing positive self-esteem;
- that all staff, parents, and students have the right to be treated with the utmost dignity, honesty, and respect in an environment which is fair, consistent, and in keeping with the teachings of Jesus;
- that our school community should strive to reflect the qualities of our patron, St. Vincent de Paul, to live united in faith, rooted in charity, and fulfilled in love.

There are three home rooms for each grade level. Each home room has about 30 students. The unique design of the building physically connects all three grade-level home rooms to one another. This gives students and teachers easy access to other teachers and students within each grade level and improves teamwork and interdisciplinary instruction.

In grades K-4, each teacher is partnered with a full-time teacher associate. This allows the student-to-adult ratio to be much smaller than it first appears. One teacher associate is assigned per grade level in grades 5-8. St. Vincent de Paul Elementary School employs 37 certified teachers (including a full-time art teacher, media specialist, counselor, technology teacher, a .6 Spanish teacher, 1.5 music teachers and 1.5 PE teachers). St. Vincent de Paul Elementary School also employs 21 teacher associates, one full-time nurse and 3 office staff personnel. The administrative staff is made up of 3 professionals with more than 50 years combined experience in education.

St. Vincent de Paul distinguishes itself from many Catholic elementary schools because it has the ability to serve special needs students. The school employs three educational strategists; two of these certified teachers work with children who are at risk academically. The third strategist works with students whose academic abilities are superior to those of their peers. Scores of our students on the 2003-04 Iowa Tests of Basic Skills average 2.8 years above that of their peers nationally.

St. Vincent de Paul has two media centers and our collection is impressive (13,151 titles). Last year students checked out 23,718 items. All students visited the media center weekly.

One of our greatest strengths is the parental involvement. On a typical day 10 to 12 volunteers are present in our building . . . helping in the media center, cafeteria, playground and individual classrooms. For special events that are curriculum-based (i.e. Pioneer Days, Seder Meal, Career Day) dozens of volunteers are in the building.

St. Vincent de Paul is relatively new but the administrators and staff understand the importance of creating traditions, which enhance the curriculum and promote life-long learning and patriotism. Our annual flag raising ceremony, International Food Day and National Library Week provide students with opportunities to become engaged in their education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Reading and math assessment results demonstrate the outstanding level of achievement of the St. Vincent de Paul students. In analyzing student growth from one year to the next, the grade equivalency scores improve at a rate higher than would be expected after one year.

In the area of reading, the students perform an average of 2 years above grade level, according to the 2003-2004 ITBS results. The reading composite includes vocabulary and comprehension. In the area of vocabulary, students scored an average of 1.5 years above grade level. In the area of comprehension, students scored an average of 2.4 years above grade level. This indicates that the learning environment affords all students the opportunity to reach their full potential and, in many cases, beyond.

Beginning in kindergarten, students are required to master chapter tests within each unit. On average, students score 88%, according to criterion-referenced tests that are administered at the end of each unit. These assessments include comprehension, study skills and listening skills. The mastery level of teaching, as well as learning, is evident in these assessment results.

In the area of mathematics, students perform an average of 2.6 years above grade level, according to the 2003-2004 ITBS results. The mathematics portion of the ITBS includes: concepts and estimation, problems and data, and computation. In the area of concepts and estimation, students scored an average of 2.2 years above grade level. In the area of problems and data, students scored an average of 2.9 years above grade level. Finally, in the area of computation, students scored an average of 1.2 years above grade level. This demonstrates the level of concentration that is emphasized in the area of mathematics. Students are challenged and can move at a pace matched to their abilities.

Once again, starting in kindergarten students are exposed to a mathematics curriculum that challenges and further advances their achievement. This is evidenced in the tests that are given at the conclusion of each chapter. On average students score 90% on tests. This indicates not only mastery but also advanced knowledge considering 7 percent of students are working above grade level.

Because of the heightened level of knowledge in both the areas of reading and mathematics, a High Ability Learner program was established in 1993. For the 2003-2004 school year, 20% of the eligible student population was nominated to participate in the program. Stringent guidelines allow only those students who meet several requirements to be included. This is imperative because a great number of students would qualify under more lax conditions. Assessment results support the conclusion that most students from St. Vincent de Paul perform well above their peers.

2. Assessment data are used to understand and improve student and school performance. That data has its basis in two sources: informal/formal classroom assessment and formal standardized assessment based on ITBS test results.

Teachers incorporate assessment into their daily curriculum. Students demonstrate their success in a given subject through tests, oral presentations and written reports. Teachers monitor and adjust their lessons based on these observations of the students' performance.

Each year, assessment data is received from ITBS. The ITBS data is then interpreted and used for curriculum planning at a daylong workshop. Each student's growth is tabulated and studied to better understand areas of strength and needed growth. By understanding the assessment data, faculty is better equipped and prepared to lead our students through a successful educational experience.

3. Student performance is formally and informally communicated with parents. Progress reports and report cards are sent home quarterly. Parents and teachers may also take advantage of informal communication through e-mail and by phone to foster timely contact with one another.

Each week, students take home a communication folder that includes completed papers, tests and assignments. Communication from the school office and administration also is conveyed to parents through these weekly folders.

Twice a year, parent conferences are held for students in grades K-8. Students in grades 6-8 are an integral part of the conferences. Students lead these conferences using portfolios. Throughout the semester, students gather work samples that they believe are a reflection of their learning. During the conference they share these work samples with their parents. They then discuss achievement and areas to improve with both their parents and teacher.

The community is informed of student accomplishments and scholarships through the local Catholic newspaper, the local area newspaper, a weekly parish bulletin and the parish quarterly newspaper. It is the Archdiocesan policy to share general assessment results of the entire archdiocese with the public. However, parents receive individual reports of their child's standardized assessment results.

4. St. Vincent de Paul School is named in honor of a French cleric who devoted his life to serving the poor. As a school and parish, we strive to imitate the spirit of our patron saint in many ways, including teaching children the importance of sharing their time, talent and treasure to provide service to those in need. Already during the 2003-2004 school year students, in small groups or collectively, have:

- Provided playground equipment (balls, jump ropes, etc) to another Catholic elementary school.
- Planned and hosted a Halloween party for first-graders from another school.
- Raised \$2,700 for an Omaha-area family with an ill child.
- Made gifts for the residents of our neighboring Alzheimer's-care facility.
- Participated in a book drive, donating the books to the library of an inner-city school.
- Made and sold cookies, donating the proceeds to the library of another inner-city school.
- Created prayer cards for the students at a school in crisis.
- Clipped Campbell's soup labels for another school.

Teachers have:

- Provided teacher instructional materials for another elementary school.
- Encouraged parents to purchase books for the library of an inner-city school at our school book fair.
- Provided food for the staff at a local school dealing with crisis.
- Collected toiletry items for prize dispersal at a day facility for adults who are mentally challenged.

As a school, we have shared our successes by inviting teachers from area schools to join in-service presentations, and by joining forces with teachers from another elementary school to discuss ways to use 6-Trait Writing to improve students' skills. In the past, our teachers have served as planners and presenters at local teacher conferences.

A portion of the proceeds from our annual school fundraiser, an event planned and implemented by school parents, is donated to area private schools for scholarships. A total of \$18,000 from the 2002 fundraiser was distributed to two schools and a children's scholarship fund.

The school has been fortunate to have an on-site daycare for the children of employees, and has advised several other schools on how to start daycare programs. We have shared supplies (books and games) with one program that began this year.

PART V – CURRICULUM AND INSTRUCTION

1. The program of studies implemented at St. Vincent de Paul Catholic Elementary School is in compliance with State of Nebraska Department of Education and Omaha Archdiocesan School office guidelines, which include addressing multi-cultural/global and nonsexist issues. With the curriculum established, each faculty member is expected to maintain the integrity of the content in daily instruction.

The curriculum includes these subject areas: art, computer technology, guidance, and language arts – which include the areas of English/writing, penmanship, reading/literature and spelling. It also includes mathematics/algebra, media/information retrieval, music, physical education, religion, human growth and sexuality, science/health, social studies and Spanish for grades K –3 and 6, 7 and 8.

The reading/literature curriculum is based on developing basic decoding skills and comprehension competence in our students necessary to successfully understand and appreciate literature in all forms. Through experiences with inference, comparisons, contrasts, sequencing and conclusions, students are becoming lifelong readers. Critical thinking skills, which include determining fact from fiction, opinions from confirmed evidence and the ability to draw conclusions, highlight the development of the reading curriculum.

The language arts curriculum enables all students to communicate effectively through written and spoken language. Effective communication combines the skills of critical thinking, listening, speaking, reading and writing. Through communication, students develop the ability to participate as responsible members of a global society. Emphasis on writing skills, techniques and fluency is at the core of the language arts curriculum for grades K – 8. Spelling and penmanship are basic to the writing experiences of our students.

The mathematics curriculum prepares all students to effectively apply acquired mathematical knowledge and skills in an ever-changing society. It affords our students the skills and operations development beginning with simple number recognition through algebra/advanced algebra courses. The High Ability Learner program serves students who qualify in grades 4 – 8 to advance to higher grade levels in math skills. Students in grade 8 who qualify may participate in advanced algebra classes at an area college prep high school.

A comprehensive social studies curriculum enables all students to function competently as citizens of a democratic society in an interdependent world. Their understanding of the past, involvement in the present and vision of the future allows students to demonstrate creative problem solving and informed decision-making while dealing with social challenges. Their response reflects stewardship, social justice and the teachings of the Catholic Church.

The fine arts curriculum includes art and music. Both areas encourage enrichment of the students' lives by promoting aesthetic and cultural awareness while fostering critical thinking and creativity as life-long skills for all. Aware of the need for global experiences of today's society and the resulting need for bilingual communication, St. Vincent de Paul provides Spanish instruction as an introductory awareness program for students in grade K – 3. Formal classroom instruction is given to upper level students in grades 6 – 8.

In the development of the science curriculum through all grade levels, the scientific knowledge and hands-on experiences develop in our students a curiosity and respect for God's creations by understanding and appreciating the physical laws governing their existence.

Computer technology, media/information retrieval curricular areas offer all students an ability to be competent in the use of technology for interdisciplinary applications and problem-solving skills. Guidance, human growth and development and physical education provide avenues for students to gain knowledge, understanding, skills and attitudes that encourage life-long participation in healthy physical, social and mental activity.

Integral to all areas at St. Vincent de Paul Elementary School is the religion curriculum. Basic to that curriculum is the four-fold educational mission of the Catholic Church to proclaim the message of faith and morals, to foster community, to encourage worship and prayer, and to motivate service to others.

2. The St. Vincent de Paul reading curriculum guides the development of comprehension strategies and study skills, using a variety of genre. The skills that are introduced throughout the curriculum become more sophisticated as the students advance through each grade level, while increasing the students' knowledge and use of reading skills. The curriculum allows students to experience success in reading through high-interest, multi-level literature forms. The curriculum also promotes critical thinking through its use of the various levels of Bloom's Taxonomy. Students are assessed frequently in comprehension, reading fluency and decoding allowing teachers to monitor progress.

The school uses this particular approach to reading because the curriculum and how it is developed and used by the teachers afford students opportunities to respond to and interpret literature. Many students who have not been drawn into full participation in the literary community of the classroom are provided the means whereby they actively become a part of it through group interpretation of literature. For exceptional students, the diversity of the curriculum allows them to expand their appreciation and analysis of literature based on their ability.

The goal is to inspire and motivate students to become successful independent readers and to open doors to imagination and life-long learning.

3. The students of St. Vincent de Paul Catholic Elementary School participate in various written language experiences that follow the school's mission. Those experiences include daily journaling, personal narratives, story writing, research reporting, opinion writing, persuasive writing and instructional writing. Writing is so paramount to the curriculum that it is hard to find a subject area where the students' writing skills are not used.

Our mission statement as it relates to the curricular area of writing states:

- in providing quality educational experiences which are a combined, on-going effort of students, parents, and staff, and which encourage all to strive and succeed in reaching individual, attainable goals.
- that within the school community lifelong learning should be promoted.

Use of 6-Trait Writing incorporates individual goals that are attainable for each student depending on his or her ability. Parental involvement is encouraged through take-home revising and proofreading assignments. Students become decision makers by taking responsibility for the topics they choose for their projects. Teachers promote writing as an enjoyable interest that students will use throughout their lives.

By communicating effectively through written language, students learn to express themselves in a clear and concise manner.

4. At St. Vincent de Paul, students are exposed to visual, auditory and kinesthetic methods of instruction. All of these methods are used in any given lesson each day.

As lessons are taught, students are exposed to visual aids that may include graphs, charts, pictures, maps, overheads, displays and computer technology (power point presentations, clip art, etc). These aids are used to capture students' attention and assist individual students whose style of learning may be more visual.

Another means of daily instruction is the auditory method. Students are exposed to traditional modes, such as teacher-directed instruction. They also have opportunities to listen to stories on tape either in an independent center or as a small group. Students can listen and respond to tapes that reinforce math facts during independent work time. Incorporating music into the learning environment is another manner in which students are exposed to auditory instruction.

Hands-on instruction allows students to become actively involved in the learning process. By making a map out of clay, designing a miniature parade float to demonstrate geometric design, painting paper sculptures of mummies to represent Egyptian civilization, designing an outfit representing Roman life, or dissecting worms and frogs, students become directly involved in the learning environment.

Exposure to all of these methods is imperative to learning for the students of St. Vincent de Paul, giving them the opportunity to grow and learn in a nurturing environment where they are empowered to reach their full potential.

5. The focus of professional development for the St. Vincent de Paul Elementary School faculty and staff concentrates on two general avenues: 1.) a school-wide professional development plan and 2.) an emphasis on personal educational growth toward a master's degree in an area of education that would benefit the student body.

The "in-house" offerings cover a gamut of topics and activities directed by the needs of the student body as determined by the administration with input from the faculty. Areas developed most recently include "6-Trait Writing," mathematics and religion curriculum analysis and Iowa Test of Basic Skills interpretation, analysis and planning.

Teachers are encouraged to attend workshops that relate specifically to their grade level and personal growth goals. Those workshop topics include Discipline with a Purpose, Improving Math Skills, Middle School Issues and Concerns, Guided Reading and Accelerated Reader. Teachers are also expected to do peer observations throughout the district.

The advanced education benefit encourages each of our full-time faculty members to pursue areas of interest in the education field through graduate level work. Compensation is provided (per graduate hour) upon successful completion of the course.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): Catholic
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

Part II - Demographics

What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

Parishioner rate: \$1,125 Non Parishioner rate: \$2,250

2. What is the educational cost per student? \$3,500
(School budget divided by enrollment)
3. What is the average financial aid per student? \$600
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 6 %

PART VII - ASSESSMENT RESULTS

St. Vincent de Paul Elementary School
Assessment Referenced Against National Norms
Without Subgroups

Iowa Test of Basic Skills
Form A 2001
Riverside Publishing

Scores are represented as percentiles.

The students who were excluded have Individualized Education Plans (I.E.P.) that would warrant modifications in standardized testing procedures. These students were assessed in order to follow their progress from year to year. They participated in the same assessment piece (ITBS). Their scores were simply not included in the total group scores.

	2003-2004	2002-2003	2001-2002
Testing month	October	October	October
Grade 2			
Reading	77	80	81
Math	74	72	75
Number of students tested	90	89	89
Percent of total students tested	100%	98.8%	100%
Number of students excluded	1	1	0
Percent of students excluded	1%	1.1%	0%
Grade 3			
Reading	80	81	84
Math	81	81	87
Number of students tested	89	90	85
Percent of total students tested	98.9%	100%	100%
Number of students excluded	2	5	0
Percent of students excluded	2.2%	5.5%	0%
Grade 4			
Reading	87	86	81
Math	90	85	86
Number of students tested	89	89	91
Percent of total students tested	98.8%	100%	100%
Number of students excluded	3	0	0
Percent of students excluded	3.3%	0%	0%

	2003-2004	2002-2003	2001-2002
Testing month	October	October	October
Grade 5			
Reading	86	80	84
Math	87	86	89
Number of students tested	90	87	86
Percent of total students tested	100%	100%	100%
Number of students excluded	0	3	0
Percent of students excluded	0%	3.3%	0%
Grade 6			
Reading	75	80	78
Math	83	86	81
Number of students tested	88	79	85
Percent of total students tested	100%	100%	98.8%
Number of students excluded	0	2	0
Percent of students excluded	0%	2.5%	0%
Grade 7			
Reading	86	80	77
Math	88	84	78
Number of students tested	84	82	87
Percent of total students tested	98.8%	100%	100%
Number of students excluded	1	2	0
Percent of students excluded	1.1%	2.4%	0%
Grade 8			
Reading	78	79	80
Math	84	78	79
Number of students tested	78	86	86
Percent of total students tested	100%	98.8%	98.8%
Number of students excluded	1	2	0
Percent of students excluded	1.2%	2.2%	0%